

#29

**COMPLETE**

Collector: Web Link 1 ([Web Link](#))
Started: Monday, June 13, 2016 3:51:11 PM
Last Modified: Tuesday, June 14, 2016 2:39:49 PM
Time Spent: 22:48:38
IP Address: 97.64.172.190

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Q1: Name of School District:	Burlington Community School District
Q2: Name of Superintendent	Patrick Coen
Q3: Person Completing this Report	Sharon Dentlinger

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Q4: 1a. Local TLC Goal

"Develop and reward leadership and positive work habits" and "90 teachers (over 25%) will fill leadership positions with extra days, responsibilities and compensation"

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Over the course of the last two years, Burlington Community School District (BCSD) hired 27 first or second year teachers. As of this year, 23 are still with the district. The other 4 have relocated closer to home and are still in education. In this year's mentoring survey (baseline) some notable data includes a) of the 19 responses, 73 percent felt that promotion of excellence in teachers as described in the Iowa Teaching Standards were completely achieved or above average in achievement; b) 84% of the respondents feel that we are above average in building a supportive environment for beginning educators; and c) 84% feel the mentoring program promotes the personal and professional well-being of beginning educators. Each beginning teacher also met with the building level administrator to review and reflect on the Iowa Teaching Standards and the teacher's progress and evidence toward mastery.

Q7: 2a. Local TLC Goal

"Teacher leaders will meet weekly with all teachers to examine data, collaborate, and provide professional development, and the teacher leaders will meet with each other to provide ongoing support."

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 2015-2016 school year, full release teacher leaders recorded over 4,600 teacher contacts. These contacts ranged from 15 minutes to 1.5 hours. In addition, all teachers participated in a collaborative team (PLC). Focus was on professional learning and student achievement. Teams consisted of 5-7 teachers. Each team recorded goals, provided agendas and marked evidence toward the goals.

The district also provided our teacher leaders a variety of professional learning opportunities including 16 hours of coaching training. Responses for the teacher leadership survey included 81% of our teacher leaders felt they understood their leadership roles and responsibilities. In addition, 92% of the teachers indicated they felt supported by our teacher leader coach. Using the same scale only 50% of our teacher leaders felt supported by administrators.

Q10: 3a. Local TLC Goal

"Develop and reward leadership and positive work habits" and "[Teacher Leader] positions will enable us to implement the Comprehensive Literacy Model ..."

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Burlington Community School District saw 10% additional teacher leaders during year 2. In addition, teacher leaders that have returned to full-time teaching are serving as pilot teachers and collaborative team facilitators--thus expanding teacher leadership.

The Comprehensive Literacy Model is in its second year of implementation. To date our teacher leaders have supported 22 pilot classrooms. In addition, we have trained an additional 20 teachers in reading recovery or comprehensive intervention model, with an additional 10 to be trained next year. The elementary literacy coaches hold grade level meetings bi-monthly to provide ongoing PD and review student data as well as program implementation.

Q13: 4a. Local TLC Goal

"District will make at least one year's growth on the standard scores for reading, math, and science on the Iowa Assessments"

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The systematic changes we are implementing on showing growth on several measures of assessment, including FAST and Iowa Assessment. These are still not consistent and across all populations of students. For example, in grade 11 we had 29% of our students not make a year's growth on the Iowa Assessment for math. Of that 29% or roughly 65 students, 35 students dropped more than 20 points on the NSS and several of them dropping more than 50 points. When looking at the grades of these students, the Iowa Assessment does not seem to be an accurate representation of the student skills. In reading (grades 4-11) average growth was at or above a year in three grades. All elementary buildings showed a year plus growth on the average. On the Iowa Assessment math test (grades 4-11) five grades showed a years plus growth. The three grades that did not (5,6, and 9) all showed growth.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

"Join forces with parents and the community to reduce the dropout rate from 5.64% to 4.5%"

Q17: 5b. To what extent has this goal been met?

(no label)

Not At All

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

BCSD currently has a four year graduation rate of 77%. Our five year graduation rate is 83%. Our 2013-2014 dropout rate was 5.01%. We have increased the services our students receive by partnering with several local agencies to provide counseling, job placement, etc. In a recent parent survey, we received 10 responses from a random sampling we sent out. While the survey indicates that parents and school are working in collaboration more, there is not enough sample size to report the data.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

BCSD will more clearly define the goals of the grant and the data that is being collected. We are currently surveying parents, students and teachers to make our programs stronger. As we are just now collecting the data for these goals, it is imperative that we determine appropriate data collection and processes for interpretation and analysis. This is not a change in the plan, more a refinement of the plan. In addition, I recommend that BCSD continue to provide professional development for coaches in the TL program. It was extremely well received and the pragmatic application was evident in coaching conversations. We also need to determine an effective way to poll our parents and community for feedback and support/resources.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Two things really stand out as bi-products of the TL program. First, the power of collaboration (done well) is paying off for our teachers. Shared lessons, assessments and learning are very powerful and help teachers to know they are not alone. Second, the direct focus on student achievement is becoming a reality as teachers now have a support for that process. The coaches aren't about right and wrong--they are about better.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
